

Goal Setting

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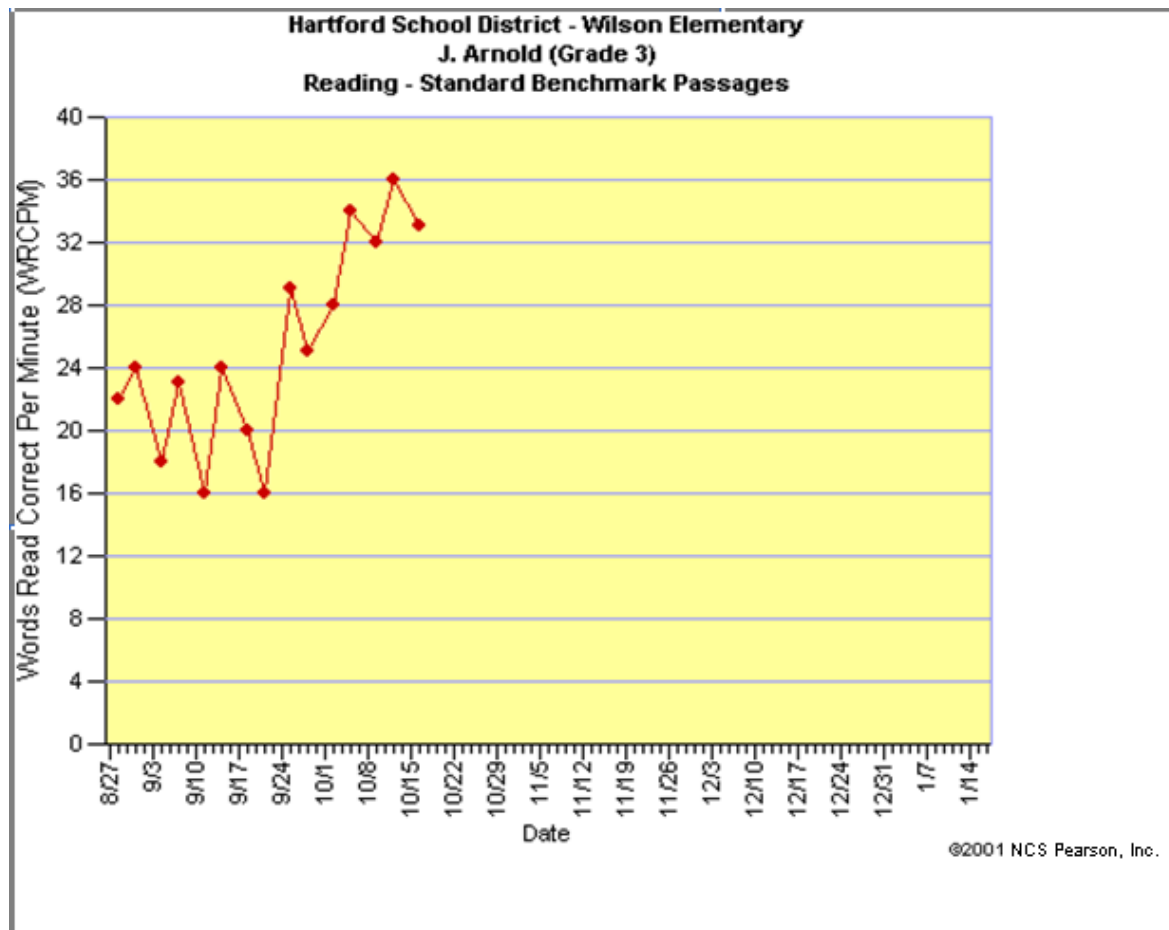
UNIVERSAL SCREENING	All students are given a brief screening measure. This assessment is given one to three times per year (i.e., fall, winter, and spring). Students at risk for academic failure are identified.
TIER 1	Students receive high-quality instruction (i.e., through validated practices) in the general education setting. Teachers frequently (e.g., every one to two weeks) monitor the progress of struggling students who have been identified through the universal screening process. (Note: In some approaches, universal screening is considered to be part of Tier 1.)
TIER 2	Students who are not making adequate progress receive different or additional support from either the classroom teacher or another educational professional. Teachers continue to frequently monitor student progress.
TIER 3	Students whose progress is still insufficient in Tier 2 receive even more intensive and individualized instruction. Depending on a state's or district's policies, this instruction may be provided through general or special education.

RTI....yay!

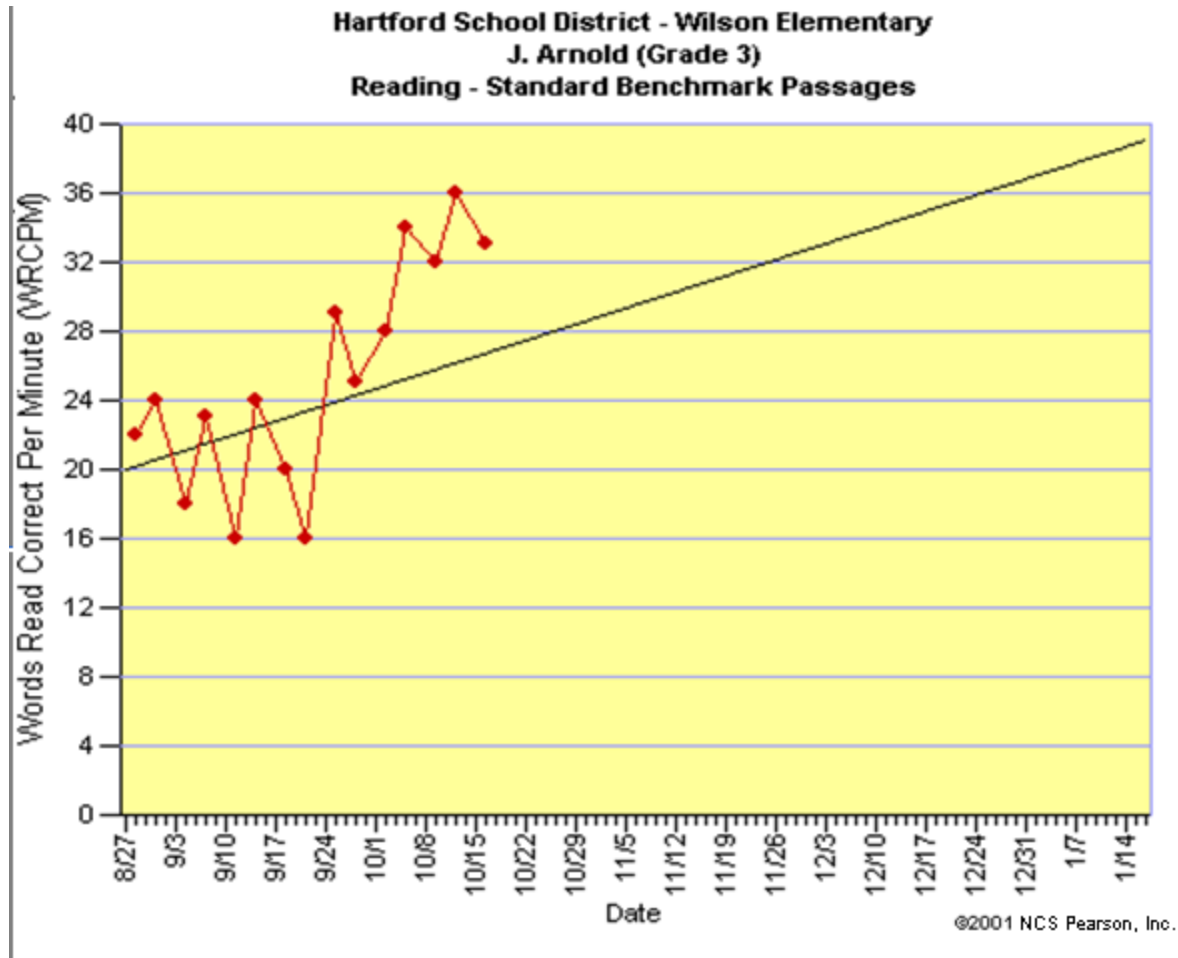
- Westlake RTI2 Central - Progress Monitoring

Progress Monitoring

Formative Evaluation is Impossible without Clear Goals



Goals Make Progress Decisions Easier



Improving the Process of Setting Goals for Formative Evaluation

Set a few, but important goals.

Ensure goals are measurable and linked to validated formative evaluation practices.

Base goal setting on logical educational practices.

Goal Smorgasboard!

- Student will perform spelling skills at a high 3rd grade level.
- Student will alphabetize words by the second letter with 80% accuracy.
- Student will read words from the Dolch Word List with 80% accuracy.
- Student will master basic multiplication facts with 80% accuracy.
- Student will increase reading skills by progressing through Scribner with 90% accuracy as determined by teacher-made fluency and comprehension probes by October 199x.
- To increase reading ability by 6 months to 1 year as measured by the Woodcock Johnson.
- Student will make one year's growth in reading by October 1990 as measured by the Brigance.
- Student will be a better reader.
- Student will read aloud with 80% accuracy and 80% comprehension.
- Student will make one year's gain in general reading from K-3.
- Students will read 1 story per week.

Reduce the Number of Goals to a Few Critical Indicators

Reading	In (#) weeks (Student name) will read (#) Words Correctly in 1 minute from randomly selected Grade (#) passages.
Spelling	In (#) weeks (Student name) will write (#) Correct Letter Sequences and (#) Correct Words in 2 minutes from randomly selected Grade (#) spelling lists.
Math Computation	In (#) weeks (Student name) will write (#) Correct Digits in 2 minutes from randomly selected Grade (#) math problems.
Written Expression	In (#) weeks (Student name) will write (#) Total Words and (#) Correct Writing Sequences when presented with randomly selected Grade (#) story starters.

**Baseline data + {ROI (rate of improvement) (# of weeks)} =
GOAL**

Goal Setting Equation

Example 1.

- 3rd grade fall benchmark score = 75
- Meeting date 10/5/10
- Reading fluency difficulties

Equation

- $\text{Baseline} + \text{ROI} (\# \text{weeks}) = \text{GOAL}$
- $75 + 1.1 (35 \text{ weeks left of school}) = \text{goal}$
- 113 wpm

Goal Setting Equation

Example 2.

- Student has difficulty reading fluently
- 3rd grade student RCBM fall benchmark= 30
- Progress monitored at 2nd grade RCBM= 40
- Meeting date = 10/4/10

Equation

- Progress Monitor below grade level
- Baseline (PM) + ROI (grade level you are Pming on)X number of weeks= goal
- $40 + (1.2 \times 35) = \text{goal}$
- Goal = 82 wpm on 2nd grade

Goal Setting Equation

- 1st grade = Goal is to learn 25 sight words by the end of 1st quarter
- Student Baseline= 6 sight words
- Progress Monitor daily= how many sight words does she know in the morning?
- Weeks= 4
- Goal = 20

No this equation will not work for some things....

- Behavior is tricky.....how do I collect a baseline?
- Observations
- Data sheets
- Checklists
- Referrals to the office

Behavior

- <http://www.fcrr.org/>
- <http://interventioncentral.com/>
- <http://valerieo.wikispaces.com/Intervention+Menus>

Interventions

THE END